

THE MOST FAMOUS BATTLES IN BRITISH HISTORY

1. Uwagi ogólne

Zestaw materiałów opatrzony wspólnym tytułem *The most famous battles in British history* jest adresowany do studentów uzupełniających studiów magisterskich na kierunkach humanistycznych. Przedstawione ćwiczenia mogą być wykorzystane do pracy z grupami studentów filologii, kulturoznawstwa, historii i innych pokrewnych kierunków.

2. Poziom zaawansowania: B2+/C1

3. Czas trwania opisanych ćwiczeń

Ćwiczenia zaprezentowane w tym artykule są przeznaczone na jedną jednostkę lekcyjną lub dwa zajęcia 90 minut każde. Czas trwania został ustalony na podstawie doświadczenia wynikającego z pracy nad poniższymi ćwiczeniami w grupach na poziomie B2+.

4. Cele dydaktyczne

W swoim założeniu zajęcia mają rozwijać podstawowe umiejętności językowe, takie jak czytanie, mówienie, słuchanie oraz pisanie. Przy układaniu poszczególnych ćwiczeń miałam również na uwadze poszerzenie zasobu słownictwa, dlatego przy tekstach zostały umieszczone krótkie słowniczki, ćwiczenia na odnajdywanie słów w tekście oraz słowotwórstwo. Kolejnym celem jest cel poznawczy, czyli poszerzenie wiedzy studentów na temat historii Wielkiej Brytanii.

5. Uwagi i sugestie

Materiały zawierają ćwiczenia na interakcję student–nauczyciel, student–student oraz na pracę indywidualną. Ćwiczenia w zależności od poziomu grupy, stopnia zaangażowania studentów w zajęcia i kierunku mogą być odpowiednio

zmodyfikowane. Teksty tu zamieszczone możemy czytać i omawiać na zajęciach lub część przedstawionych ćwiczeń zadać jako pracę domową, jeżeli nie chcemy poświęcać zbyt dużo czasu na zajęciach. Decyzja należy do nauczyciela. W zależności od tego, jaka opcja zostanie wybrana, materiału starczy na odpowiednio więcej lub mniej jednostek lekcyjnych.

Materiał obejmuje: ćwiczenie na interakcję w grupach trzyosobowych, podczas której studenci doskonalą umiejętności czytania i mówienia, ćwiczenie na wstawianie brakujących wyrazów do tekstu, fragment tekstu przedstawiający sylwetkę admirała Nelsona z ćwiczeniami na zrozumienie i ćwiczeniami leksykalnymi. Całość zakończona jest programem dokumentalnym z ćwiczeniami na zrozumienie oraz zadaniem na doskonalenie umiejętności pisania.

Lekcję rozpoczynamy od dyskusji w grupach na temat tego, co studenci wiedzą o trzech znanych bitwach: pod Hastings, Towton i Worcester. Jeżeli widzimy, że wiedza studentów na ten temat jest znikoma i dyskusja niezbyt dobrze się rozwija, nie przedłużamy tego etapu lekcji, tylko przechodzimy do następnego stadium (ćwiczenie 1), w którym ta wiedza zostanie poszerzona. Ćwiczenie to polega na pracy w zespołach trzyosobowych, gdzie każdy ze studentów dostaje do przeczytania tekst o jednej ze wspomnianych bitew. Zadaniem słuchaczy jest przeczytanie tekstu i zdanie relacji z tego, czego się dowiedzieli. Nauczyciel powinien zaakcentować, że muszą przedstawić wszystkie podkreślone informacje. Studenci dosyć często nie zwracają uwagi na ten zapis w instrukcji do ćwiczenia.

W ćwiczeniu 2 zaprezentowano kolejną ze sławnych bitew, bitwę pod Trafalgarem. Jest to ćwiczenie na zrozumienie o charakterze leksykalnym – należy wstawić do tekstu brakujące wyrazy. Następnie studenci czytają tekst o admirałe Nelsonie i wykonują pięć ćwiczeń na zrozumienie i ćwiczeń leksykalnych. Z grupami na poziomie B2 zaleca się wspólne zrobienie ćwiczeń leksykalnych, gdyż nie są one łatwe.

Ostatnią bitwą omawianą w niniejszym zbiorze ćwiczeń jest bitwa pod Sommą, zaprezentowana w postaci ciekawie przygotowanego fragmentu programu dokumentalnego. Program trwa prawie 10 minut, ale z grupami na poziomie B2 sugerowałabym trzykrotne jego obejrzenie ze względu na dużą liczbę szczegółowych ćwiczeń, takich jak zadanie na wstawianie brakujących wyrazów czy łączenie połówek zdań.

Podsumowaniem całości jest ćwiczenie 12, w którym studenci proszeni są o wybranie jednej bitwy i bohatera (króla lub jednego z przywódców), a następnie napisanie jednej kartki z pamiętnika, gdzie własnymi słowami przedstawia kulisy tego, co się działo. Rolą nauczyciela jest zachęcenie studentów, żeby nie ograniczali się tylko do suchych faktów, ale wtrącili szczegóły bardziej osobiste, takie jak odczucia lub przemyślenia swego bohatera. Przed rozpoczęciem tego ćwiczenia studenci powinni jeszcze raz odświeżyć sobie informacje, które wynieśli z lekcji. Po wybraniu bitwy i dokładnym przeczytaniu właściwej sekcji zbioru powinni najpierw wybrać fakty historyczne, które chcą zawrzeć w wypracowaniu, a następnie puścić wodze fantazji przy opisywaniu przeżyć wewnętrznych bohatera.

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Discussion. Work in group of three. Tell your friend what you know about the following events: the Battle of Hastings, the Battle of Towton, the Battle of Worcester. Think about the century in which they were fought, the king who reigned at the time, the parties of the conflict, their outcome or any other details.

1. Continue working in the same groups of three. Each student will read different information (A, B or C) and follow the instruction in their handout.

STUDENT A

Read the text about the Battle of Hastings. When you have finished in your words tell your friends from the group what you have learned. You must mention all the information which has been underlined.

In 1002 King Æthelred II of England married Emma, the sister of Richard II, Duke of Normandy. Their son Edward the Confessor, who spent many years in exile in Normandy, succeeded to the English throne in 1042. This led to the establishment of a powerful Norman interest in English politics, as Edward drew heavily on his former hosts for support, bringing in Norman courtiers, soldiers, and clerics and appointing them to positions of power, particularly in the Church.

When King Edward died at the beginning of 1066, the lack of a clear heir led to a disputed succession in which several contenders laid claim to the throne of England. Edward's immediate successor was the Earl of Wessex, Harold Godwinson, the richest and most powerful of the English aristocrats, who was elected king by the Witenagemot of England and crowned by the Archbishop of York. However, Harold was at once challenged by two powerful neighbouring rulers. Duke William claimed that he had been promised the throne by King Edward and that Harold had sworn agreement to this. Harald III of Norway, commonly known as Harald Hardrada, also contested the succession. Both William and Harald at once set about assembling troops and ships for an invasion.

The battle occurred on 14 October 1066. William relied on basic tactics with archers in the front rank weakening the enemy with arrows, followed by infantry which would



Harold Rex Interfectus Est: "King Harold is killed".
Scene from the Bayeux Tapestry depicting the Battle of Hastings

Source: http://en.wikipedia.org/wiki/Battle_of_Hastings, access: 11 February, 2013.

engage in close combat, culminating in a cavalry charge that would break through the English forces. However, his tactics did not work as well as planned. William's army attacked the English as soon as they were ready and formed up. Norman archers shot several volleys but many of the arrows hit the shield wall and had very little effect. Believing the English to have been softened up, William ordered his infantry to attack. As the Normans charged up the hill, the English threw down whatever they could find: stones, javelins, and maces.

The infantry charge reached the English lines, where ferocious hand-to-hand fighting took place. William had expected the English to falter, but the arrow barrage had little effect and nearly all the English troops still stood, their shield wall intact. As a result William ordered his cavalry to charge far sooner than planned. After an hour of fighting, the Breton division on William's left faltered and broke completely, fleeing down the hill. Suffering heavy casualties and realising they would be quickly outflanked, the Norman and Flemish divisions retreated with the Bretons. Unable to resist the temptation, many of the English broke ranks, including hundreds of fyrdmen and Harold's brothers.

William and a group of his knights successfully counter-attacked the pursuing English, who were no longer protected by the shield wall, and cut down large numbers of fyrdmen. Many did not recognise the Norman counter-attack until it was too late, but some managed to scramble back up the hill to the safety of the housecarls. Harold's brothers were not so fortunate — their deaths deprived the English of an alternative leader after the death of Harold. The battle had turned to William's advantage, since the English had lost much of the protection provided by the shield wall. Without the cohesion of a disciplined, strong formation, the individual English were easy targets.

At the start of the battle the hail of arrows fired at the English by William's bowmen was ineffective because of the English shields. Though many on the front ranks still had shields, William ordered his archers to fire over the shield wall so that the arrows landed in the clustered rear ranks of the English army. The archers did this with great success. Legend states that it was at this point that Harold was hit in the eye by an arrow. Many of the English were now weary. William's army attacked again, and managed to make small chinks in the shield wall. They were able to exploit these gaps, and the English army began to fragment. William and a handful of knights broke through the wall, and struck down the English king. Without their leader and with many nobles dead, hundreds of fyrdmen fled the field. The housecarls kept their oath of loyalty to the king, and fought bravely until they were all killed.

The battle marked the last successful foreign invasion of the British Isles.

Source: fragments taken from http://en.wikipedia.org/wiki/Battle_of_Hastings, access: 11 February, 2013.

exile – to expel from home (expression: in exile)

heir to the throne – następca tronu

contender – rival

contest – to struggle, compete

infantry – soldiers who fight on foot

falter – to be hesitant, weak, or unsure; waver

outflank – to go around the flank of (an opposing army)

retreat – withdraw

fyrddman – often a land worker called to arms in support of the King or a local Lord.

The fyrddmen were usually armed with either swords or spears.

housecarl – non-servile manservant

hail (of) – a collection of objects, esp. bullets, spears, etc., directed at someone with violent force

oath – a solemn, formal declaration or promise

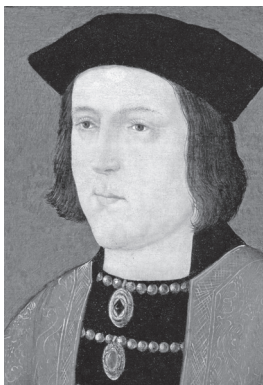
Source: <http://www.thefreedictionary.com>; <http://en.wiktionary.org/wiki/fyrddman>; <http://en.wikipedia.org/wiki/Housecarls>, access: 11 February, 2013.

STUDENT B

Read the text about the Battle of Towton. When you have finished in your words tell your friends from the group what you have learned. You must mention all the information which has been underlined.

The Battle of Towton was fought during the English Wars of the Roses on 29 March 1461, near the village of the same name in Yorkshire. It was the “largest and bloodiest battle ever fought on English soil.” According to chroniclers, more than 50,000 soldiers from the Houses of York and Lancaster fought for hours amidst a snowstorm on that day, which was Palm Sunday. A newsletter circulated a week after the battle reported that 28,000 died on the battlefield. The engagement brought about a monarchical change in England — Edward IV displaced Henry VI as King of England, driving the head of the Lancastrians and his key supporters out of the country.

Contemporary accounts described Henry VI as peaceful and pious, not suited for the violent dynastic civil wars, such as the War of the Roses. He suffered from periods of insanity while his inherent benevolence eventually required his wife, Margaret of Anjou, to assume control of his kingdom, which contributed to his own downfall. His ineffectual rule had encouraged the nobles’ schemes to establish control over him, and the situation deteriorated into a civil war between the supporters of his house and those of Richard Plantagenet, 3rd Duke of York. After the Yorkists captured Henry in 1460, the English parliament passed an Act of Accord to let York and his line succeed Henry as king. Henry’s consort, Margaret of Anjou, refused to accept the dispossession of her son’s right to the throne and, along with fellow Lancastrian malcontents, raised an army. Richard of York was killed at the Battle of Wakefield and his titles, including the claim to the throne, passed to his eldest son Edward. Nobles, who were previously hesitant to support Richard’s claim to the throne, regarded the Lancastrians to



Henry VI

Source: http://en.wikipedia.org/wiki/Henry_VI_of_England, access: 11 February, 2013.



Edward IV

Source: http://en.wikipedia.org/wiki/Edward_IV_of_England, access: 11 February, 2013.



Margaret of Anjou receiving the Book of Romances

Source: http://en.wikipedia.org/wiki/Margaret_of_Anjou, access: 11 February, 2013.

have reneged on the Act — a legal agreement — and Edward found enough backing to denounce Henry and declare himself king. The Battle of Towton was to affirm the victor's right to rule over England through force of arms.

On reaching the battlefield, the Yorkists found themselves heavily outnumbered. Part of their force under John de Mowbray, 3rd Duke of Norfolk, had yet to arrive. The Yorkist leader Lord Fauconberg turned the tables by ordering his archers to take advantage of the strong wind to outrange their enemies. The one-sided missile exchange — Lancastrian arrows fell short of the Yorkist ranks — provoked the Lancastrians into abandoning their defensive positions. The ensuing hand-to-hand combat lasted hours, exhausting the combatants. The arrival of Norfolk's men reinvigorated the Yorkists and, encouraged by Edward, they routed their foes. Many Lancastrians were killed while fleeing; some trampled each other and others drowned in the rivers. Several who were taken as prisoners were executed.

The power of the House of Lancaster was severely reduced after this battle. Henry fled the country, and many of his most powerful followers were dead or in exile after the engagement, letting Edward rule England uninterrupted for nine years, before a brief restoration of Henry to the throne.

Source: http://en.wikipedia.org/wiki/Battle_of_Towton, access: 11 February, 2013.

displace – to force to leave a homeland

pious – religious

suited for – appropriate for something

assume (control) – to take

downfall – a sudden loss of position

consort – the husband or wife of a reigning monarch

dispossess – to deprive (another) of the possession or occupancy of something, such as real property

renege [ri'ni:g – 'neig] – to fail to carry out a promise or commitment

denounce – speak out against

ensuing – following subsequently or in order

combat – a fight, conflict or struggle

Source: <http://www.thefreedictionary.com>, access: 11 February, 2013.

STUDENT C

Read the text about the Battle of Worcester. When you have finished in your words tell your friends from the group what you have learned. You must mention all the information which has been underlined.



Oliver Cromwell at the Battle of Worcester

Source: http://en.wikipedia.org/wiki/Battle_of_Worcester, access: 11 February, 2013.

The English Civil War (1642-1651) was a series of armed conflicts and political machinations between Parliamentarians (Roundheads) and Royalists (Cavaliers). The first (1642-46) and second (1648-49) civil wars pitted the supporters of King Charles I against the supporters of the Long Parliament, while the third war (1649-51) saw fighting between supporters of King Charles II and supporters of the Rump Parliament. The Civil War ended with the Parliamentary victory at the Battle of Worcester on 3 September 1651.

The battle of Worcester started on the morning of 3 September and the initiative lay with the Parliamentarians. By force of arms and numbers the Royalist army was pushed backward by the New Model Army with Cromwell on the eastern bank of the Severn and Fleetwood on the western sweeping in a semicircle four miles long up toward Worcester.

The Royalists contested every hedgerow around Powick meadows. This stubborn resistance on the west bank of the Severn north of the Teme was becoming a serious problem for the Parliamentarians. Although, at first, they were pushed back, the Parliamentarians under Lambert were too numerous and experienced to be defeated so quickly. After an hour in which the Parliamentarians initially retreated under the unexpected attack, when reinforced by Cromwell's three brigades, they in turn forced the Royalists to retreat back toward the city.

The Royalist retreat turned into a rout in which Parliamentary and Royalist forces intermingled and skirmished up to and into the city. The Royalist position became untenable when the Essex militia stormed and captured Fort Royal, (a redoubt on a small hill to the south-east of Worcester overlooking the Sidbury gate) turning the Royalist guns to fire on Worcester.

Once in the city, Charles II removed his armour and found a fresh mount; he attempted to rally his troops but it was to no avail. A desperate Royalist cavalry charge down Sidbury Street and High Street, led by the Earl of Cleveland and Major Careless amongst others, allowed King Charles to escape the city by St. Martin's Gate. This cavalry force was composed of the few Midland English Royalists who had rallied to Charles II, and largely consisted of Lord Talbot's troop of horse.

The defences of the city were stormed from three different directions as darkness came on, regulars and militia fighting with equal gallantry. Most of the few thousands



Charles I, Portrait by Anthony van Dyck, 1636
Source: http://en.wikipedia.org/wiki/Charles_I_of_England, access: 11 February, 2013.



Oliver Cromwell, Portrait by Samuel Cooper
Source: http://en.wikipedia.org/wiki/English_Civil_War, access: 11 February, 2013.

of the Royalists who escaped during the night were easily captured by Lilburne and Mercer, or by the militia which watched every road in Yorkshire and Lancashire. Even the country people brought in scores of prisoners, for officers and men alike, stunned by the suddenness of the disaster, offered no resistance.

The English Civil War led to the trial and execution of Charles I, the exile of his son, Charles II, and replacement of English monarchy with, first, the Commonwealth of England (1649-53), and then with a Protectorate (1653-59), under Oliver Cromwell's personal rule. The monopoly of the Church of England on Christian worship in England ended with the victors consolidating the established Protestant Ascendancy in Ireland. Constitutionally, the wars established the precedent that an English monarch cannot govern without Parliament's consent, although this concept was legally established only with the Glorious Revolution later in the century.

Source: http://en.wikipedia.org/wiki/English_Civil_War; http://en.wikipedia.org/wiki/Battle_of_Worcester, access: 11 February, 2013.

machination [mækiˈneɪʃən] – an intrigue, plot, or scheme

contest – to struggle or compete

rout – a disorderly retreat or flight following defeat

intermingle – to mix

untenable – indefensible

rally – to call together for a common purpose

gallantry – courage

worship – to honour

Source: <http://www.thefreedictionary.com>, access: 11 February, 2013.

2. Read a short extract about the Battle of Trafalgar and complete the gaps with the words printed in italics.

battle *defeated* *heroes* *instead* *involved*
mortally *naval* *results* *single* *supremacy*

The Battle of Trafalgar (21 October 1805) was a 1. _____ engagement fought by the British Royal Navy against the combined fleets of the French Navy and Spanish Navy, during the War of the Third Coalition (August-December 1805) of the Napoleonic Wars (1803-1815).

The battle was the most decisive British naval victory of the war. Twenty-seven British ships of the line led by Admiral Lord Nelson aboard HMS Victory 2. _____ thirty-three French and Spanish ships of the line under French Admiral Pierre-Charles Villeneuve off the south-west coast of Spain, just west of Cape Trafalgar. The Franco-Spanish fleet lost twenty-two ships, without a 3. _____ British vessel being lost.

The British victory spectacularly confirmed the naval 4. _____ that Britain had established during the previous century and was achieved in part through Nelson's departure from the prevailing naval tactical orthodoxy, which 5. _____ engaging an enemy fleet in a single line of battle parallel to the enemy to facilitate signalling in battle and disengagement, and to maximise fields of fire and target areas. Nelson 6. _____ divided his smaller force into two columns directed perpendicularly against the larger enemy fleet, with decisive 7. _____.

Nelson was 8. _____ wounded during the battle, becoming one of Britain's greatest war 9. _____. The commander of the joint French and Spanish forces, Admiral Villeneuve, was captured along with his ship Bucentaure. Spanish Admiral Federico Gravina escaped with the remnant of the fleet and succumbed months later to wounds sustained during the 10. _____.

Source: http://en.wikipedia.org/wiki/Battle_of_Trafalgar, access: 11 February, 2013.

Read the extract from the book *Drake, Nelson and Napoleon* by Walter Runciman and do exercises 3-7

3. Answer the questions.

1. How did Nelson start his adventure with the navy?
2. What was Nelson's attitude towards the French?
3. What was his opinion of the city of Paris?
4. What did Napoleon think of the British?
5. Why were Napoleon and Nelson wrong?
6. Did the British reach their aim of beating Napoleon?
7. What did Nelson do to surprise the world?

Horatio Nelson was the son of the Rev. Edmund Nelson, and was born at Burnham Thorpe on the 29th September, 1758. His mother died in 1767, and left eight children. Her brother, Captain Maurice Suckling, was appointed to the *Raisonable* three years after her death, and agreed, at the request of Horatio himself and the instigation of his father, after some doubtful comments as to the boy's physical suitability for the rough life of a sailor, to take him; so on the 1st January, 1771, he became a midshipman on the *Raisonable*. (...)

It was fitting that Nelson should by every conceivable means adopt methods of declamation against the French, if by doing so he thought it would inspire the men whom he commanded with the same conquering spirit he himself possessed. His country was at war with the French, and he was merely one of the instruments appointed to defeat them, and this may account for his ebullitions of hatred from time to time. I have found, however, no record that would in any way show that it was intended as surface policy, so it may be concluded that his dislike was as deep-seated as it appeared. Nelson never seems to have shown evidences of being a humbug by saying things which he did not believe. He had a wholesome dislike of the French people and of Bonaparte, who was their idol at that time. But neither he nor his government can be credited with the faculty of being students



Vice Admiral Horatio Lord Nelson, by Lemuel Francis Abbott

Source: http://en.wikipedia.org/wiki/Horatio_Nelson,_1st_Viscount_Nelson, access: 11 February, 2013.

of human life. He and they believed that Paris was the centre of all that was corrupt and brutal. Napoleon, on the other hand, had no real hatred of the British people, but during his wars with their government his avowed opinion was that "all the ills,

and all the scourges that afflict mankind, came from London.” Both were wrong in their conclusions. They simply did not understand each other’s point of view in the great upheaval that was disturbing the world. The British were not only jealous and afraid of Napoleon’s genius and amazing rise to eminence — which they attributed to his inordinate ambition to establish himself as the dominating factor in the affairs of the universe — but they determined that his power should not only not be acknowledged, but destroyed, and their policy after twenty years of bitter war was completely accomplished. (...)

Nelson never attempted to carry out a mere reckless and palpably useless feat for the purpose of show. His well-balanced genius of caution and accurate judgment was the guiding instinct in his terrific thrusts which mauled the enemy out of action at the Nile, St. Vincent, Copenhagen, and Trafalgar, and enthralled the world with new conceptions of naval warfare. He met with bitter disappointments in his search for the illusive French fleet, which wore him, as he says, to a skeleton, but never once was he shaken in his vigorous belief that he would catch and annihilate them in the end.

Source: *Drake, Nelson and Napoleon* by Walter Runciman, http://www.gutenberg.org/files/15299/15299-h/15299-h.htm#NELSON_AND_HIS_CIRCLE, access: 11 February, 2013.

4. Paraphrase the fragments which have been underlined in the text.

5. In the text find words for definitions.

1. appropriate _____ (par. 2)
2. an unrestrained expression of emotion _____ (par. 2)
3. an inherent power or ability _____ (par. 2)
4. a means of inflicting punishment or suffering _____ (par. 2)
5. a strong, sudden, or violent disturbance, as in politics or social conditions _____ (par. 2)
6. a position of superiority, distinction, high rank, or fame _____ (par. 2)
7. having or showing no regard for danger or consequences _____ (par. 3)
8. a forceful drive or push _____ (par. 3)
9. injure badly by beating _____ (par. 3)

Source: all the definitions are taken from <http://www.thefreedictionary.com>, access: 11 February, 2013.

6. Complete the sentences below with words from the text. Change the form if necessary.

1. She made her way across the _____ ground. (par. 1)
2. Though unable to join us today, they are with us in _____. (par. 2)
3. The jury _____ that the defendant was innocent. (par. 2)
4. He can _____ read nor write. (par. 2)

5. Honesty is the best _____. (par. 2)
6. The naval force was _____ during the attack. (par. 3)

Source: all the sentences are taken from <http://www.thefreedictionary.com>, access: 11 February, 2013.

7. Complete the sentences with word derived from the words in brackets.

1. He is to take up an _____ as a researcher with the Society. (*appoint*)
2. Was it really _____ behaviour for someone who wants to be taken seriously? (*suit*)
3. ERDINGTON'S Artist in Residence, Eleanor Hoad, has launched a competition to name fruit trees after _____ people. (*inspire*)
4. He has been accused of inciting racial _____. (*hate*)
5. At first his _____ only showed in small ways — he didn't mind me talking to other guys. (*jealous*)
6. Shops and other commercial _____ remained closed today. (*establish*)
7. It creates the _____ of moving around in the computer's graphic environment. (*illusive*)

Source: all the sentences are taken from <http://www.thefreedictionary.com>, access: 11 February, 2013.

Watch a part of a documentary about the Battle of the Somme and do exercises 8-11.

Line of fire – Battle of the Somme (part 2) (9:30 min.)

Source: <http://www.youtube.com/watch?v=XIX-0PpEYxQ>, access: 11 February, 2013.

8. Answer the questions.

1. What was the plan of the British leaders for the Battle of the Somme?
2. How long did the barrage last?
3. Who was more effective, the Germans or the British, and why?
4. What happened in June 1916?
5. How many artillery ammunition rounds did the British have behind their lines before the battle?

9. Correct mistakes in the sentences.

1. Each day of the barrage the British fired some 215.000 would be fired in the German lines.
2. Napoleon had 12.000 rounds at his disposal for the entire Battle of Waterloo.
3. The British were sending clear signals to the Germans that a major offensive was imminent because they wanted to frighten them and in this way gain advantage.
4. Sir Douglas Haig and his Generals had only some doubts about the plan they had prepared but decided that there were more strong points than weak ones. Therefore, they decided to use it.
5. Haig, like any other Cavalry General, he believed in breakthrough, maneuver and he had mentally adjusted to the conditions of the western front.
6. Bill McQuade says that that the British army was large and well-trained.
7. The Allies believed that a breakthrough was important but if something went wrong it wouldn't mean so much.

10. Complete the gaps with one word only.

1. Supremely _____ in their strategy and _____, the British Generals believed that every possible _____ for the coming _____ had been _____.
2. At _____ years of _____, Rawlinson was a _____ experienced _____ man who'd _____ in the Boer War and had seen _____ in Birma. He was to be a _____ in the _____.
3. Rawlinson understood (...) after the _____ of 1915 or _____ 1916 that _____ was _____ was a new _____ of fighting and that _____ to attack _____ the German _____ but not try to attack _____. (...) You don't attack _____ what your _____ can _____.

4. When Haig _____ his plan he _____ this wasn't what he _____ . He wanted a _____ deeper _____ bombardment. (...) This had a massive _____ actually upon the _____ of the _____ that actually took _____ for eight days _____ to 1 July.

5. The ever _____ Haig (...) ordered _____ up three new _____ divisions _____ by Lieutenant General, sir Hubert Gough, who _____ to _____ any gaps in the German _____ by Rawlinson's Fourth Army and _____ on into the open _____ beyond the _____ positions.

11. Match the beginnings (1-9) with the continuations (a-i).

1. To ensure the Fourth Army had the best chance of success, Haig ordered
2. To these men fell the task of assaulting Gommecourt,
3. The plan here provided for an attack by the 46 North Midland Division to the north to the British line and the 56 London Division to the south,
4. The diversionary attack (...) aimed to divert valuable German resources,
5. Right up there, on the northern edge of the Somme battlefield,
6. The commander of the Third Army was General sir Edward Allenby.
7. He (Allenby) noted, with some consternation, that there was to be one-mile gap between the Fourth Army to the south and the Third Army's diversionary attack
8. He, therefore, concluded that not only would the attack fail to achieve its objective,
9. Allenby communicated his misgivings about the strategy to Haig,
 - a. a well-defended, German-held village.
 - b. He and sir Douglas Haig cared little for each other and Allenby was unimpressed by the battle plan.
 - c. the simultaneous diversionary attack by the Third Army, at the extreme northern end of the British lines.
 - d. it also stood little chance of succeeding as a diversion.
 - e. especially guns and troops, away from the area that was meant to be broken through.
 - f. that, Allenby was certain, would leave his men exposed to German fire on three sides.
 - g. two divisions (...) were to make as clear as possible to the Germans they were preparing to attack.
 - h. but they were simply dismissed.
 - i. with the objective being to link up behind the German positions, thereby cutting off the garrison there.

barrage – baraż
garrison – garnizon
dud – niewybuch
trenches – okopy
infantry – piechota
cavalry – kawaleria
diversionary attack – atak dywersyjny
troop – oddział

The Battle of the Somme, also known as the Somme Offensive, took place during the First World War between 1 July and 18 November 1916 on either side of the river Somme in France. The battle saw the British Expeditionary Force and the French Army mount a joint offensive against the German Army, which had occupied a large part of the north of France since its invasion of the country in August 1914. The Battle of the Somme was one of the largest battles of the war; by the time fighting paused in late autumn 1916, the forces involved had suffered more than 1 million casualties, making it one of the bloodiest military operations ever recorded.

Source: http://en.wikipedia.org/wiki/Battle_of_the_Somme, access: 13 February, 2013.

12. Writing. You have learned some facts about very famous battles in the history of Great Britain (the Battle of Hastings, the Battle of Towton, the Battle of Worcester, the Battle of Trafalgar, and the Battle of the Somme). Choose one historical character from the time of one of the battles (either a king or a leader). Imagine that you are this person and you participated in the battle. Your task is to write a diary page in which you will describe the day before the battle, the day of the battle or the day after it. Think about how you felt, who you met, what happened and other details that will come to your mind. You must use between 220-250 words.

KEY

2.

- | | |
|--------------|-------------|
| 1. naval | 6. instead |
| 2. defeated | 7. results |
| 3. single | 8. mortally |
| 4. supremacy | 9. heroes |
| 5. involved | 10. battle |

3.

1. His uncle was a Captain and took Nelson on the ship.
2. He hated them and wanted to defeat them.
3. He thought it was the centre of the corrupt.
4. He had no real hatred towards them.
5. They didn't understand each other's point of view.
6. Yes, after 20 years of wars.
7. He invented new conceptions of naval warfare.

5.

- | | |
|---------------------|-------------|
| 1. fitting | 6. eminence |
| 2. ebullition | 7. reckless |
| 3. faculty | 8. thrust |
| 4. scourge [skɜːdʒ] | 9. maul |
| 5. upheaval | |

6.

- | | |
|--------------|----------------|
| 1. rough | 4. neither |
| 2. spirit | 5. policy |
| 3. concluded | 6. annihilated |

7.

- | | |
|------------------|-------------------|
| 1. appointment | 5. jealousy |
| 2. suitable | 6. establishments |
| 3. inspirational | 7. illusion |
| 4. hatred | |

8.

1. the artillery would destroy the Germans who protected the trench system and then the British or French infantry would walk across the no man's land, occupy the trenches, take prisoners and carry on into the green fields beyond
2. 5 days
3. the Germans; they had deep trench systems; one third of British artillery rounds fired at the Somme were duds

4. miners from Scotland and Yorkshire planted 7 huge mines under the German trenches to be detonated before the main attack
5. almost 3 mln.

9.

1. 250.000
2. 20.000
3. they were sending the signals unwillingly
4. they had no doubts about the plan; they thought it was a full-proof master plan for this or any other war
5. he hadn't mentally adjusted
6. the army was under trained
7. they thought that a breakthrough was very important because it would get their troops moving and re-establish the long for war of mobility

10.

1. Supremely confident in their strategy and judgment, the British Generals believed that every possible eventuality for the coming assault had been considered.
2. At 52 years of age, Rawlinson was a highly experienced infantry man who'd fought in the Boer War and had seen action in Birma. He was to be a central figure in the battle.
3. Rawlinson understood (...) after the battles of 1915 or early 1916 that what was required was a new means of fighting and that was to attack into the German trenches but not try to attack through. (...) You don't attack beyond what your artillery can cover.
4. When Haig saw his plan he said this wasn't what he wanted. He wanted a much deeper preliminary bombardment. (...) This had a massive impact actually upon the success of the bombardment that actually took place for eight days prior to 1 July.
5. The ever optimistic Haig (...) ordered bringing up three new cavalry divisions commanded by Lieutenant General, sir Hubert Gough, who were to exploit any gaps in the German lines achieved by Rawlinson's Fourth Army and push on into the open ground beyond the enemy positions.

11.

- | | |
|------|------|
| 1. c | 6. b |
| 2. a | 7. f |
| 3. i | 8. d |
| 4. e | 9. h |
| 5. g | |